

Understanding by Design Template

Teacher Makini A. Velazquez Grade K-5
 Date _____ Subject ESL through Literacy

Stage 1- Desired Results	
Established Goals: Students will explore how they can make a difference.	
Understandings: Students will understand that..... <ul style="list-style-type: none"> Elizabeth Cady Stanton played a major role in the Women's Rights Movement in the United States Boys and girls are equal. 	Essential Questions: <ul style="list-style-type: none"> What does it mean to be excluded/ included? What can we learn from Elizabeth Cady Stanton's contribution to the Women's Rights Movement in the United States?
Student will know.... <ul style="list-style-type: none"> Elizabeth Cady Stanton helped create the Declaration of Sentiments and organized the first Women's Rights Convention in 1848 at the Wesleyan Chapel in Seneca Falls. 	Student will be able to... <ul style="list-style-type: none"> Identify one of Stanton's contributions to the Women's Rights Movement.
Stage 2- Assessment Evidence	
Performance Tasks: Compare Elizabeth Cady Stanton to One and Blue in the book entitled, <u>One</u> , by Kathryn Otoshi. Complete a K-W-L chart.	Other Evidence: Complete the "Check for Understanding" worksheet with multiple-choice questions. (see worksheet)
Self-Assessments	Other Evidence, Summarized
Stage 3 Learning Plan	
Learning Activities: Day 1:	

If school participates in Emotional Literacy, teacher will introduce emotional literacy words: excluded and belong (included; words should be plotted on the mood meter.

Teacher will ask students to think of one important person that has made a difference. Some students will share their answers; other students will be supported using picture word cards of Martin Luther King, Jr., Rosa Parks, Barack Obama, fire fighter, nurse, etc. Teacher should use any picture cards of any famous person that they have studied in class.

Teacher will create a list of names/pictures on the classroom board.

Teacher will then show picture cards of the students in class and tell students that they can also make a difference.

Teacher will read aloud One, by Kathryn Otoshi. Teacher will help students identify times when blue felt happy (belong) and when blue felt sad (excluded). Students will then identify when "I" took a stand and made a difference in blue's life. Students will also identify how red feels when he is "excluded" and how he felt when he is "included."

After the read aloud, teacher will hand out index cards with different bullying scenarios. Teacher should use problem scenarios that occur in class.

Ex) "You are sitting in Jeremy's chair. Jeremy walks over and pushes you." What can you say?

Teacher and assistants should help student practice their scenarios and explore different responses, such as: "Stop it! I don't like that."

Students will then act out their scenarios.

Students will then complete the sentence:

I can take a stand too by.... (see example worksheet "I can take a stand.")

If time permits, or later that day, teacher should show students the following theatrical version of "One," at: http://www.youtube.com/watch?feature=player_embedded&v=1TGaDSMAS1E#!

Teacher could also have students create their own theatrical version as a special project.

Day 2:

The Teacher will use a K-W-L Chart and will ask the students what do they know from just reading the title, "Women's Rights National Park." The teacher will complete the "K" section.

Next, the teacher will lead the class into a discussion about what do they want to learn about Women's Rights National Park and complete the "W" section.

After the teacher reads aloud the PowerPoint entitled, "Women's Rights National Park," the students will identify what they learned as the teacher completes the L section of the chart.

Students will then answer the five multiple-choice questions in the “Check for Understanding,” worksheet.

Teacher will then compare and contrast Elizabeth to the character Blue and then again compare students to the character using a graphic organizer using a combination of pictures, words, and drawings.

Check for Understanding A

Name: _____

Directions: Circle the correct answer.

1. Who is the story about?

Elizabeth Cady Stanton



Abraham Lincoln



Dr. Martin Luther King, Jr



2. What did Elizabeth want?

toys



food



Equality



3. But, what did the law say?

Men and women are not equal.



No running.



No talking.



4. So, what did Elizabeth do?

She went to sleep.



She held a covention.

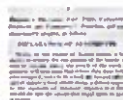


She cried.



5. Then, what did Elizabeth write.

She wrote the Declaration of Sentiments



She wrote her homework.



She wrote a song.



Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

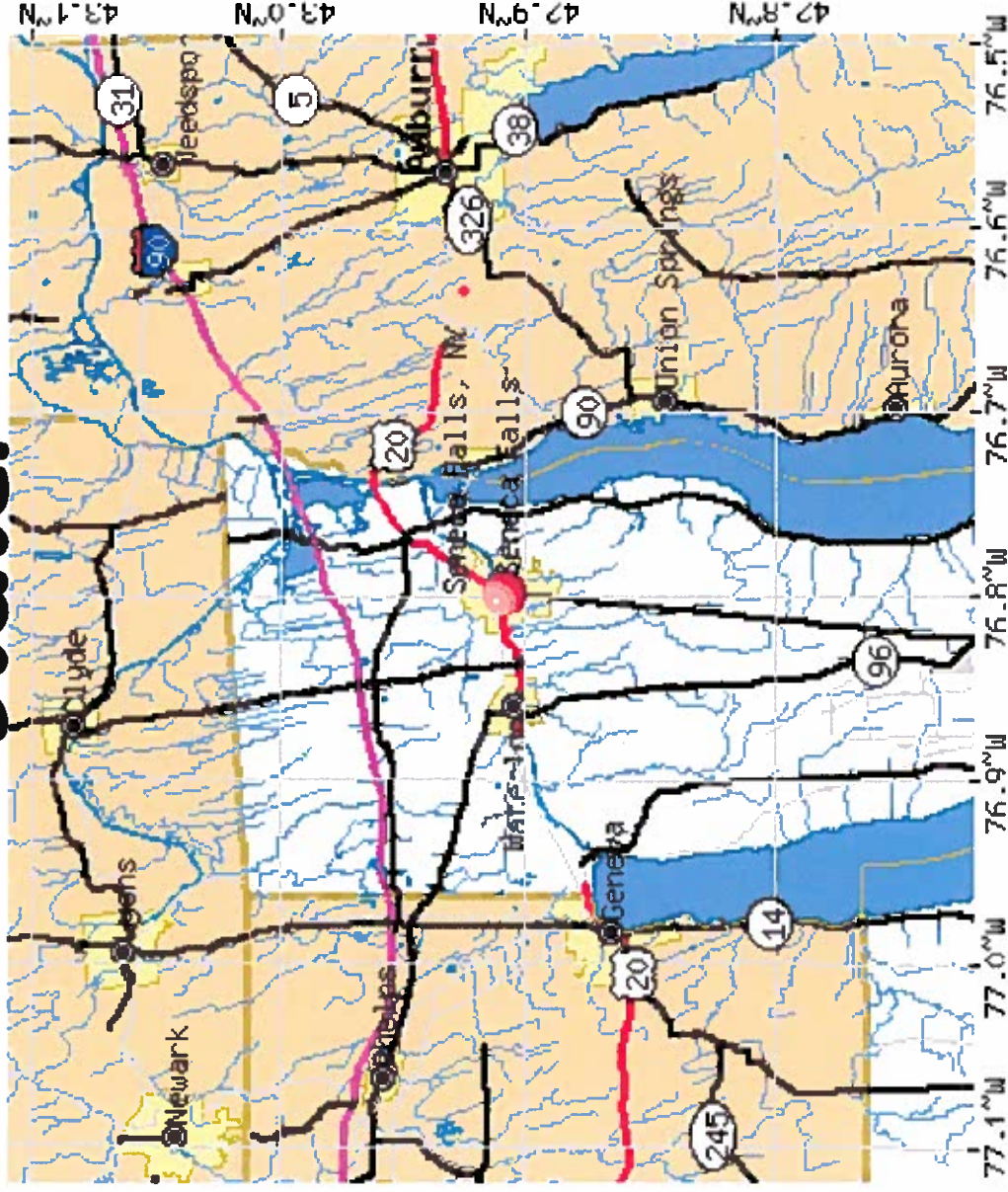
Somebody	
Wanted	
But	
So	
Then	

Women's Rights National Park Seneca Falls, NY



Makini A. Velázquez, TRT
Summer 2013

Women's Rights National Park is located in Seneca Falls, which is in the Finger Lake Region of New York State.



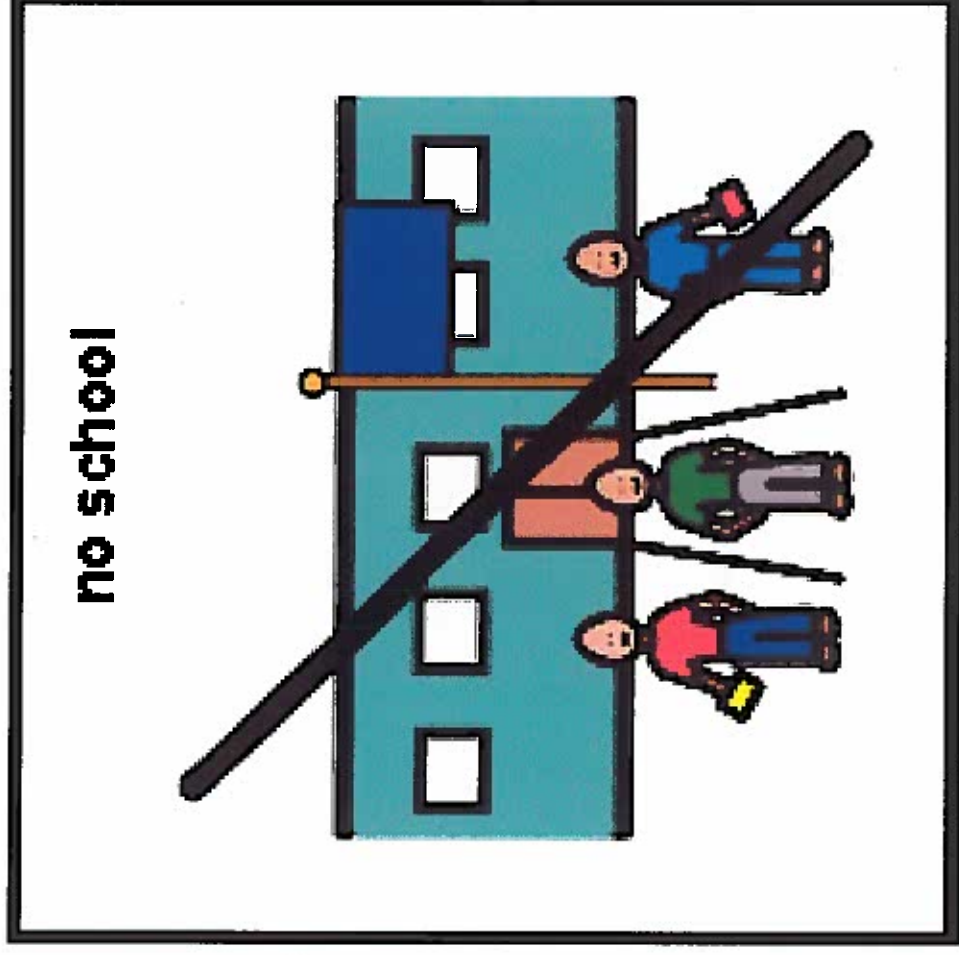
**It tells the story of
Elizabeth Cady Stanton.**



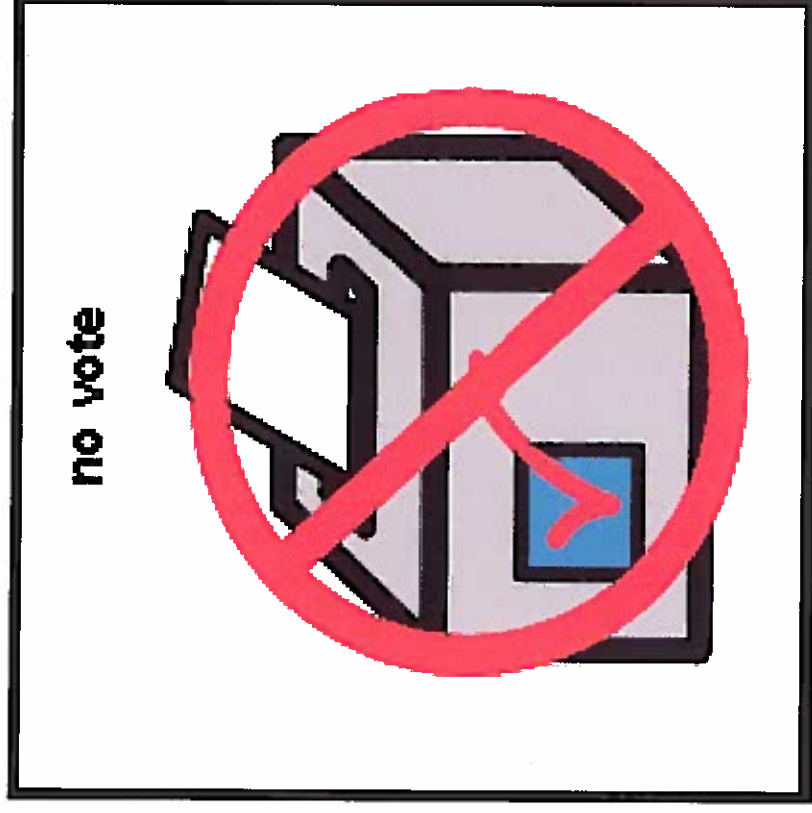
**In the 19th Century, women
were bullied.**



Girls could **not** go to
school.



Women could **not** vote.



Women could **not** work.



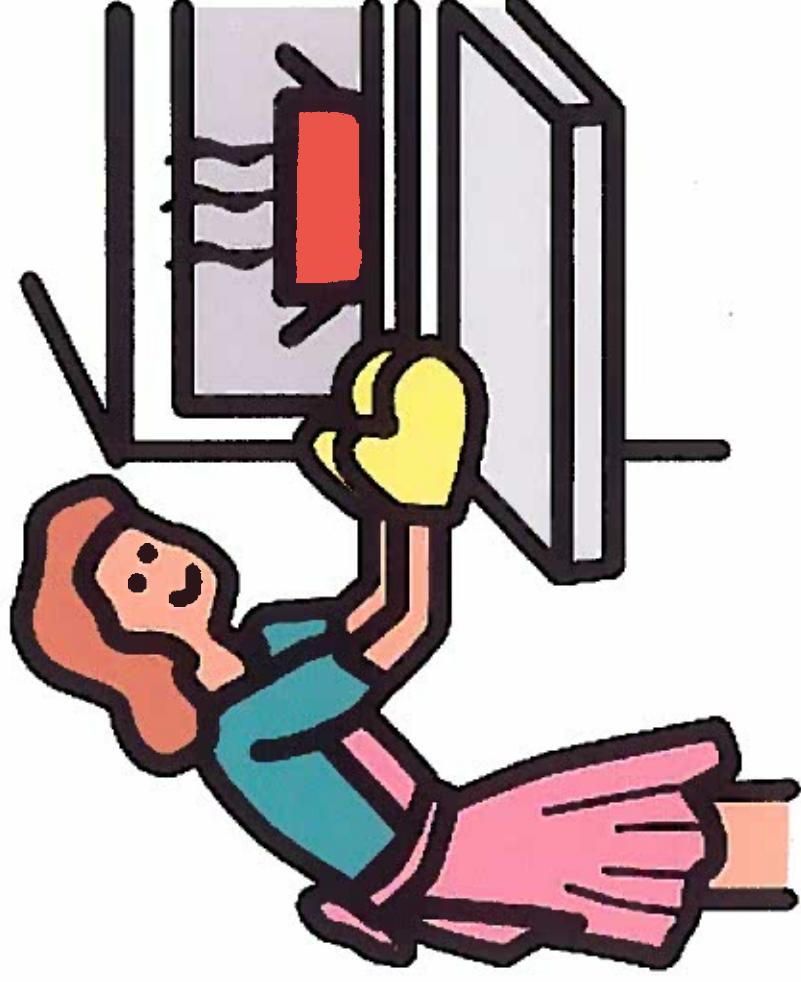
Women could **not** wear
pants.



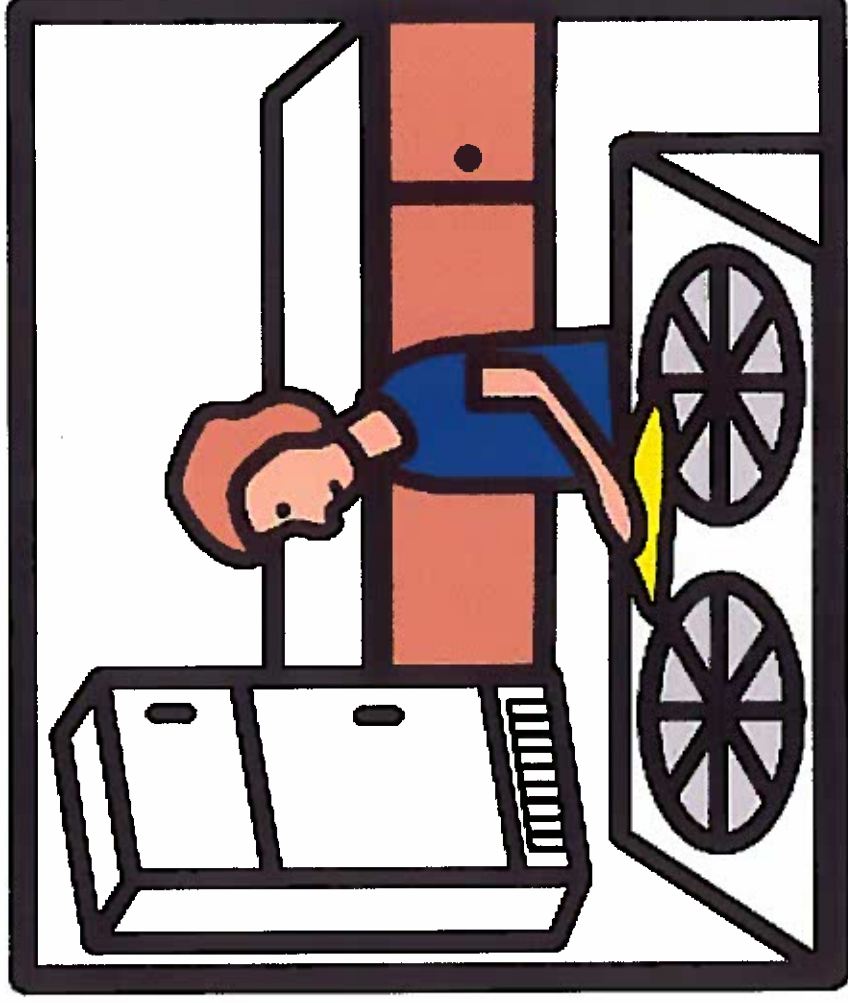
Women could **not** have their
own money.



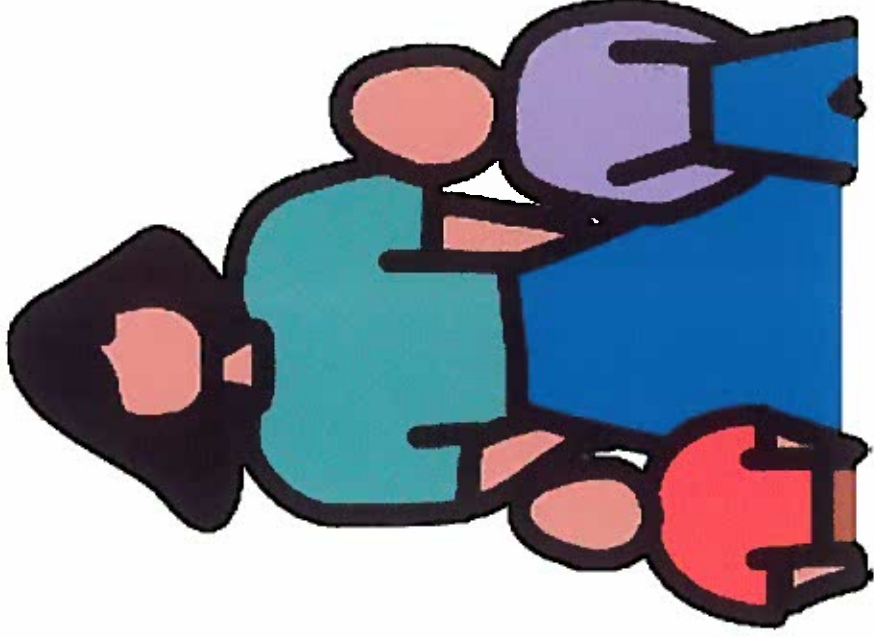
Women could cook.



Women could clean.



Women could take care of
children.



Elizabeth was **angr**



She and her friends had a meeting



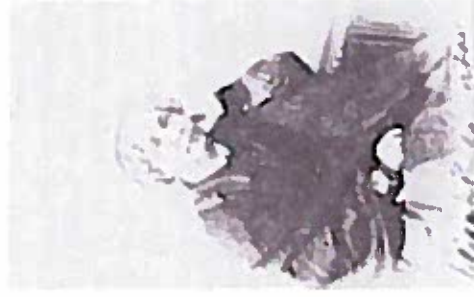
Elizabeth Cady Stanton



Martha Wright



Lucretia Mott



Jane Hunt



Mary Ann McClintock

**They wanted to fight for
their rights!**



At the meeting, they wrote the Declaration of Sentiments.

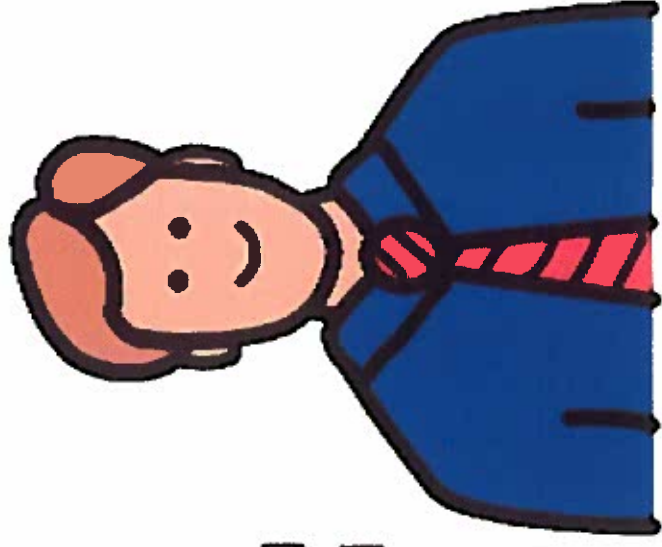
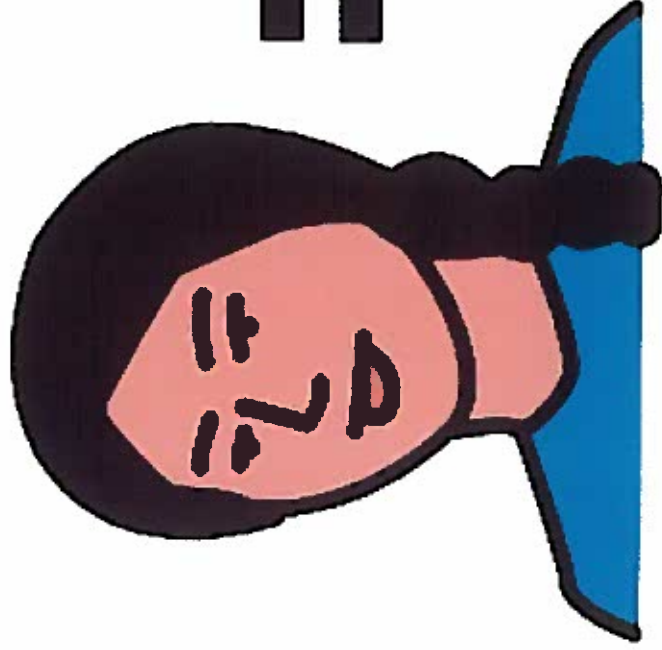
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PATRICK DOUGLASS, AMY POST, CATHARINE
STENNIS, and ELIZABETH C. STANTON, and was
unanimously adopted, as follows :

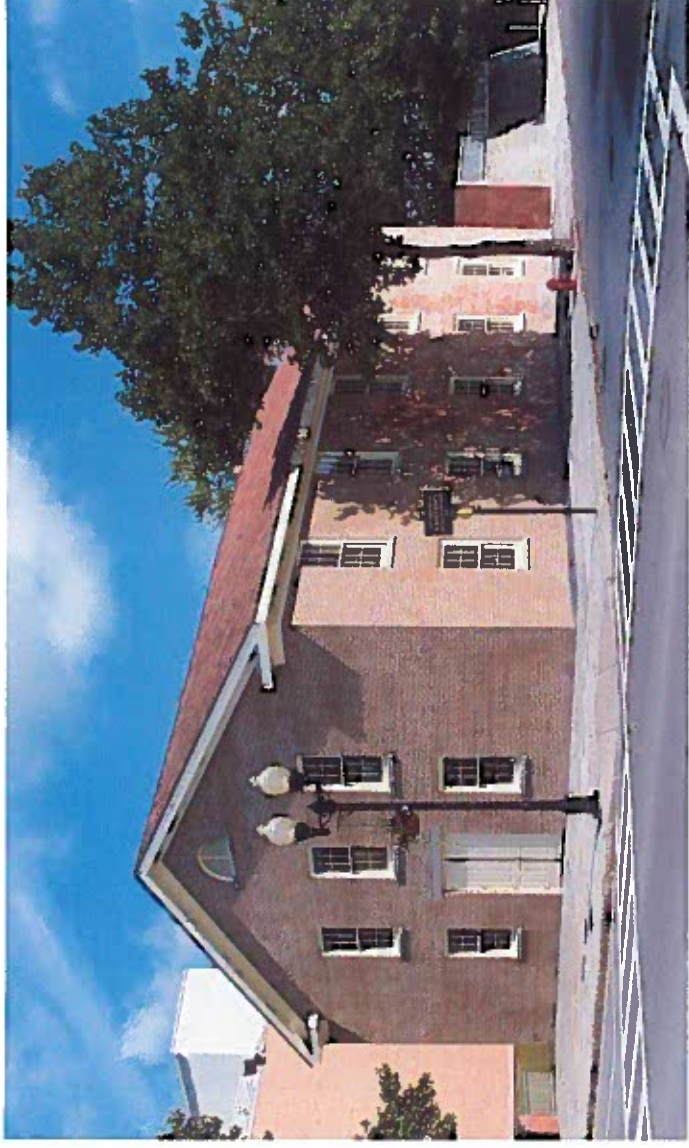
DECLARATION OF SENTIMENTS.

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

They wanted women and
men to be equal.



In 1848, at the Wesleyan Chapel, they had the first Women's Rights Convention.



**More than 300 people came
to the convention.**



[illegible]

At the park, you visit the Wesleyan Chapel.

**On July 19th & 20th,
1848, 300 women
and men gathered
at the Wesleyan
Chapel to hear the
women demand for
their rights!**

**On July 19th, the
people chose how
the Declaration
of Sentiments
should be written.**

**On July 20th, the
women and men
signed the
Declaration of
Sentiments.**



As time passes, you can visit

Elizabeth Cady Stanton's House.

Elizabeth Cady Stanton lived here with her family for 15 years.

She moved here in 1847, when she was 31 years old.

Her husband, Henry Stanton, was a lawyer and abolitionist lecturer.

She had seven children.

Her time here as a housewife in Seneca Falls sparked her activism in Women's rights.



**Visit Women's Rights
National Park to hear her
story.**

